



## Hardeeville Elementary

150 Hurricane Alley  
Hardeeville, S.C. 29927

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	755 Students	
<b>Principal</b>	Dr. Barbara Baxter	843-784-8400
<b>Superintendent</b>	Dr. Delacy Sanford	843-717-1100
<b>Board Chair</b>	Berty Riley	843-726-4857

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	Below Average
2006	At-Risk	Below Average
2005	Below Average	Good
2004	Below Average	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

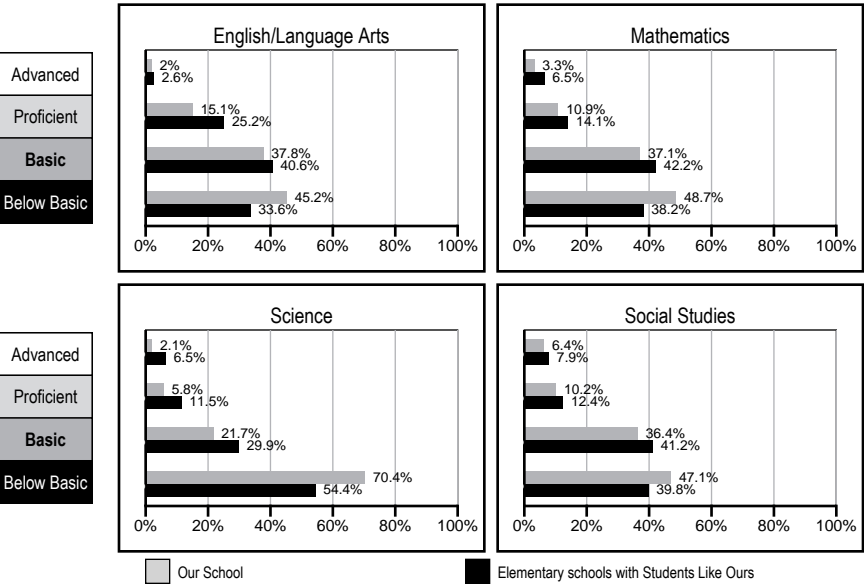
94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	10	55	63

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=755)</b>				
First graders who attended full-day kindergarten	88.0%	Up from 79.5%	100.0%	100.0%
Retention rate	4.5%	Down from 5.7%	3.1%	2.3%
Attendance rate	95.3%	Up from 94.5%	96.0%	96.3%
Eligible for gifted and talented	5.7%	Down from 6.1%	3.5%	10.4%
With disabilities other than speech	5.0%	Down from 6.9%	7.9%	7.5%
Older than usual for grade	3.8%	Up from 2.5%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.6%	Up from 0.9%	0.0%	0.0%
<b>Teachers (n=63)</b>				
Teachers with advanced degrees	47.6%	Down from 48.3%	54.3%	56.7%
Continuing contract teachers	42.9%	Up from 41.7%	70.0%	77.3%
Teachers with emergency or provisional certificates	9.5%	Down from 16.7%	0.0%	0.0%
Teachers returning from previous year	75.9%	Up from 71.4%	83.2%	86.4%
Teacher attendance rate	93.3%	N/R	95.0%	94.9%
Average teacher salary	\$46,664	Up 20.2%	\$43,955	\$45,345
Professional development days/teacher	6.7 days	Down from 7.0 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	10.5 to 1	Down from 19.0 to 1	16.6 to 1	18.5 to 1
Prime instructional time	87.2%	N/R	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,880	Up 4.7%	\$8,058	\$7,052
Percent of expenditures for instruction*	72.7%	Up from 69.3%	69.0%	69.1%
Percent of expenditures for teacher salaries*	59.5%	Up from 49.6%	62.5%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Hardeeville Elementary School's new building can accommodate our students comfortably. We have a state of the art multi-purpose room, a clean, larger cafeteria facility, and two computer labs on our second floor. Faculty and staff have worked hard to accommodate the move during the school year. Our quick move after construction and the loss of a head custodian has presented difficulties in maintaining the facility. We are working towards remedying this situation. We hope to have the landscaping and playgrounds that we have been waiting for ready for the next school year.

We have 742 students enrolled in grades Pre K through 6. Next year, we will be PreK-5 to be consistent with state reporting procedures. This change will allow a focus on elementary classroom instruction and grade level teams. We continue to be challenged by a large ESOL population. We will have at least two ESOL teachers with classrooms containing 8 computers each to assist students in learning English.

We have formed grade level data teams to collect, analyze, and monitor academic data and implement strategies for improving student achievement. Students have set goals for the MAP assessment. Although we did see increases at the winter administration of MAP, we need to increase our student achievement even more to improve student success. We are using the Anderson 5 curriculum and are working at utilizing the Benchmark assessments to inform instruction. Materials and supplies have been obtained to support the curriculum. School wide professional development has focused on establishing procedures and becoming organized in the new building. Curriculum and instructional training has been an issue that Jasper County will address district-wide in the next school year. We are observing successful programs in other schools and building our program collaboratively with our grade level teams.

Parent and community involvement has been a concern. The school administration is working with the SIC and the PTA to increase parent and community participation. We have moved some of the SIC meetings to the school in an attempt to increase parental attendance. We have included student performances at the PTA meetings in an effort to increase parent involvement. Next year, we will pair both activities on the same evening to make it easier for parents to attend.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	71	58
Percent satisfied with learning environment	34.5%	85.3%	78.6%
Percent satisfied with social and physical environment	30.0%	88.4%	69.6%
Percent satisfied with school-home relations	16.7%	79.7%	74.1%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	21.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.7%	0.0%	No
Student attendance rate	95.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	321	99.4	44.8	38	15.2	2	25.3	22.2	48.2	No	Yes
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## Gender

Male	176	99.4	48.1	36.4	13.6	1.9	22.8	16.6	41.7	N/A	N/A
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Female	145	99.3	40.7	40	17	2.2	28.1	28.4	55	N/A	N/A
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## Racial/Ethnic Group

White	39	100	39.5	44.7	13.2	2.6	26.3	25.5	60	I/S	I/S
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African American	168	99.4	48.1	37.3	12.7	1.9	22.2	20.7	31.7	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	112	99.1	41.4	36.4	20.2	2	30.3	25.1	38.4	Yes	Yes
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
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## Disability Status

Disabled	27	100	84	8	8	0	12	7.2	16	I/S	I/S
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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## English Proficiency

Limited English Proficient	112	99.1	41.4	36.4	20.2	2	30.3	25.5	36.9	Yes	Yes
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## Socio-Economic Status

Subsided meals	284	99.3	43.9	39	14.8	2.3	25	21.3	34	No	Yes
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## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	321	100	48.5	37.1	11	3.3	22.1	16.1	45.8	No	Yes
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## Gender

Male	176	100	48.5	36.8	9.8	4.9	22.7	15.2	45.6	N/A	N/A
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Female	145	100	48.5	37.5	12.5	1.5	21.3	17.2	45.9	N/A	N/A
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## Racial/Ethnic Group

White	39	100	47.4	28.9	15.8	7.9	28.9	21.3	59	I/S	I/S
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African American	168	100	51.6	40.3	5.7	2.5	17.6	14	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	112	100	44	35	18	3	27	20.5	38.1	Yes	Yes
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
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## Disability Status

Disabled	27	100	68	24	8	0	8	6.5	17.1	I/S	I/S
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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## English Proficiency

Limited English Proficient	112	100	44	35	18	3	27	20.3	38.7	No	Yes
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## Socio-Economic Status

Subsided meals	284	100	50.4	35.7	11.3	2.6	21.1	15.4	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	202	100	70.2	21.8	5.9	2.1	8	10.4	35.7	95.3	95.6
Gender											
Male	105	100	63.2	25.3	9.5	2.1	11.6	10.8	37.4	94.9	95.2
Female	97	100	77.4	18.3	2.2	2.2	4.3	10	33.8	95.8	96.1
Racial/Ethnic Group											
White	23	100	45.5	40.9	9.1	4.5	13.6	16.7	49.2	92.3	93.9
African American	108	100	73.8	22.3	3.9	0	3.9	9.5	17	95.7	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.9	98.9
Hispanic	69	100	72.1	14.8	8.2	4.9	13.1	8.6	24.9	95.8	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	16	100	78.6	7.1	14.3	0	14.3	6.4	14	93.4	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	94.4
English Proficiency											
Limited English Proficient	69	100	72.1	14.8	8.2	4.9	13.1	8.3	24.4	95.9	95.8
Socio-Economic Status											
Subsided meals	180	100	71.4	20.2	6	2.4	8.3	9.5	21.1	95.3	95.6

Social Studies

All Students	201	100	47.1	36.4	10.2	6.4	16.6	11.4	34	95.3	95.6
Gender											
Male	115	100	49.5	30.8	12.1	7.5	19.6	13.1	36.6	94.9	95.2
Female	86	100	43.8	43.8	7.5	5	12.5	9.5	31.3	95.8	96.1
Racial/Ethnic Group											
White	26	100	40	36	12	12	24	20.9	44.5	92.3	93.9
African American	108	100	46.1	40.2	9.8	3.9	13.7	9.7	19.1	95.7	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.9	98.9
Hispanic	66	100	50.8	30.5	10.2	8.5	18.6	12.2	27.5	95.8	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	16	100	66.7	13.3	13.3	6.7	20	7.3	14.4	93.4	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	94.4
English Proficiency											
Limited English Proficient	66	100	50.8	30.5	10.2	8.5	18.6	12.7	27.3	95.9	95.8
Socio-Economic Status											
Subsided meals	171	100	49.4	37.5	8.8	4.4	13.1	9.3	21	95.3	95.6

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	75	100	33.3	43.5	21.7	1.4	23.2
	4	68	100	42.9	38.1	15.9	3.2	19
	5	68	98.5	53.1	32.8	14.1	0	14.1
	6	85	98.8	51.9	33.8	13	1.3	14.3
	7	74	100	45.5	34.8	18.2	1.5	19.7
	8	73	100	45.6	45.6	7.4	1.5	8.8
2008	3	84	100	20.8	51.9	23.4	3.9	27.3
	4	82	98.8	50.7	41.3	8	0	8
	5	73	98.6	53.7	32.8	10.4	3	13.4
	6	82	100	55.1	25.6	17.9	1.3	19.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	75	100	55.1	33.3	11.6	0	11.6
	4	68	100	49.2	34.9	11.1	4.8	15.9
	5	68	100	60	36.9	3.1	0	3.1
	6	85	98.8	51.9	31.2	16.9	0	16.9
	7	74	100	37.9	50	10.6	1.5	12.1
	8	73	100	69.1	25	4.4	1.5	5.9
2008	3	84	100	37.7	46.8	14.3	1.3	15.6
	4	82	100	51.3	35.5	9.2	3.9	13.2
	5	73	100	60.3	26.5	8.8	4.4	13.2
	6	82	100	46.2	38.5	11.5	3.8	15.4
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	39	100	48.6	37.8	5.4	8.1	13.5
	4	68	100	71.4	20.6	7.9	0	7.9
	5	34	100	81.8	15.2	3	0	3
	6	43	97.7	50	42.5	5	2.5	7.5
	7	74	100	58.5	27.7	7.7	6.2	13.8
	8	37	100	51.5	45.5	0	3	3
2008	3	42	100	46.2	35.9	12.8	5.1	17.9
	4	82	100	73.7	22.4	2.6	1.3	3.9
	5	36	100	82.4	11.8	2.9	2.9	5.9
	6	42	100	76.9	15.4	7.7	0	7.7
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	36	100	34.4	43.8	15.6	6.3	21.9
	4	68	100	46	39.7	7.9	6.3	14.3
	5	34	100	59.4	31.3	6.3	3.1	9.4
	6	42	100	40.5	56.8	0	2.7	2.7
	7	74	100	69.2	23.1	4.6	3.1	7.7
	8	36	100	58.8	41.2	0	0	0
2008	3	42	100	50	36.8	7.9	5.3	13.2
	4	82	100	47.4	39.5	10.5	2.6	13.2
	5	37	100	50	23.5	11.8	14.7	26.5
	6	40	100	41	41	10.3	7.7	17.9
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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